

# MRS. SPIELMANN'S 2ND GRADE

## Lesson Plans for Week of Nov. 18-22, 2013

	DOL,Flag, Attendance	Specials	Guided Reading
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
M	Flag Pledge, Lunch Count,	8:45- 9:15 - P.E.	Guided Reading & Conferencing
O	Attendance, Daily Oral Lang.	9:20-9:50 - Art	oral & silent reading: <b>The Hamster</b>
N	<u>Spelling: sc/j/dge/ed, ing, dble endings</u>		<b>Escape; The Rabbit Suite Rescue</b>
D	Challenge words in dict. Sentence		Students will review information
A	<u>Phonics Charts-# 25-26 titled:</u>		on KWL; finish a story map;
Y	<b>Did You Ever Think; Aliona Says</b>		Genre study & Guided Rdg. Group
	<b>Flash Card Drill of Sight Words</b>		<b>Daily 5: Read to Self, Read to</b>
	Daily Oral Language		<b>Someone, Listen to Reading, Word</b>
	Character Education Word:		<b>Works, Work on Writing</b>
	Citizenship		<b>CAFE components 2RL 3.1</b>
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Guided Reading & Conferencing
U	Attendance, Daily Oral Lang.	9:15-9:50 - Library	oral & Silent Rdg: <b>Dinosaur Drawing</b>
E	<u>Spelling:sc/j/g/dge/ed/ing/dble endings</u>		<b>Delivery; Just Like Olivia 2RL.3.2</b>
S	Challenge words in dict. Sentence		Story Plot, major and minor
D	<u>Phonics Chart - #25-26 Titled:</u>		characters; settings, sequence
A	<b>Did You Ever Think; Aliona Says</b>		events, predict author's message
Y	<b>Flash Card Drill of Sight Words</b>		<b>Daily 5: Read to Self, Read to</b>
	Character Education word:		<b>Someone, Listen to Reading, Word</b>
	Citizenship		<b>Works, Work on Writing; CAFE Comp.</b>
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
W	Flag Pledge, Lunch Count,	8:45-9:15 - P.E.	Guided Reading & Oral Rdg.
E	Attendance, Daily Oral Lang.	9:20-9:50 - Art	<b>The Golden Goose W.2.8</b>
D	<u>Spelling:sc/j/g/dge/ed/ing/dble endings</u>		Events, predict author's message
N	Challenge words in dict. Sentence		the narrative & intended audience
E	<u>Phonics Chart -# 25-26 titled:</u>		Describe how setting is
S	<b>Did You Ever Think; Aliona Says</b>		conveyed & similarities. <b>Daily 5: Read</b>
D	<b>Flash Card Drill of Sight Words</b>		<b>to Self; Read to Someone, Listen</b>
A	Character Education word:		<b>to Reading, Word Works, Work on</b>
Y	Citizenship		<b>Writing; CAFE Components</b>
	<u>8:30-8:45</u>	<u>8:40-9:45</u>	<u>10:00-11:30</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Oral & Silent Reading:
H	Attendance, Daily Oral Lang.	9:20-9:50- Library/Counseling	<b>The Day in a Life of a Fish</b>
U	<u>Spelling:s/c/g/dge/ed/ing/dble endings</u>		Write about how to compare
R	Challenge words in dict. Sentence		this story to another story. Discuss
S	<u>Phonics Chart # 25-26 Titled:</u>		the author's message of the story.
D	<b>Did You Ever Think; Aliona Says</b>		<b>Daily 5: Read to Self, Read to</b>
A	<b>Flash Card Drill of Sight Words</b>		<b>Someone, Listen to Reading, Word</b>
Y	Character Education word:		<b>Works, Work on Writing</b>
	Citizenship		<b>CAFE components</b>
	8:30-8:45	8:40-9:45	10:00-11:30
	Flag Pledge, Lunch Count,	8:45-9:15 - P.E.	Oral & Silent Reading of:
F	Attendance, Daily Oral Lang.	9:20-9:20 - Art	<b>Forget It!</b>
R	<u>Spelling: sc/j/dge/ed, ing, dble endings</u>		Discuss author's message. Word
I	Challenge words in dict. Sentence		wall activities; speaking in

D	Phonics Chart #25-26 Titled:		complete, coherent sentences.
A	Did You Ever Think; Aliona Says		Daily 5: Read to Self, Read to
Y	Flash Card Drill of Sight Words		Someone, Listen to Reading, Word
	Character Education word:		Works, Work on Writing
	Citizenship		CAFE components

	<b>CURRICULUM OBJECTIVES:</b>		
	Math Objective: Students will learn how to solve problems in groups, subtraction, and number combinations.		
	Shared Reading Objective:	: Use appropriate listening skills, as well as identify complex and irregularly spelled words.	
	Spelling Objectives -	s/c/dge/ed/ing/dble endings	RI 2.2
	Oral Language Objective: Practice Speaking and listening skills.		RL.2.5
	Science Objective: Students will understand how animals live in the Woodland Forest		
	SuccessMaker Objective: Use targeted practice and interventions on the computer in reading and math for each student.		
	Guided Reading Objective: Find author's message in a story; describe how setting is conveyed; review KWL chart		
	Explicit Oral Language Objective: Oral reading and discussion using poetry books and News Books		
	Weekly Reader Objective: students will learn about animals that are nocturnal		
	Social Studies - Students will learn about how to read a map and find locations on a map.		

	<b>STATE STANDARDS:</b>		
	Reading Standards: Indicator 1- Students can recognize & analyze words; Indicator 2: Students can comprehend		
	Writing Standards: Indicator 1: Students can apply the writing process to compose text.		
	Listening and Viewing Standards: Indicator 1: Students are able to use various listening & viewing strategies in social studies.		
	Math Standards: Indicator 1: Use procedures to transform algebraic expressions.		
	Science Standards: Indicator 1: Understand the nature and origin of scientific knowledge.		
	Social Studies Standards: Indicator 1: Analyze U.S. historical eras to determine connections & cause/effect relationships.		
	Technology Standards: Indicator 1: Students recognize & demonstrate skills in operating technological systems.		

	<b>COMMON CORE STANDARDS:</b>		
	Language Arts:	Ask who, what, where, when, why, and how questions for understanding; discuss	
	Mathematics:	Extend understanding of base ten systems; subtraction and number combinations	
	Reading	Ask who, what, where, when, why, and how questions for understanding; discuss	
	Writing:	Write Opinion pieces in which they introduce the topic or book they are writing	
	Speaking and Listening:	Participate in collaborative conversations with diverse partners and 2nd grade	
	Language Arts:	Participate in collaborative conversations with diverse partners	
	Math	Make sense of problems and work on story problems and subtraction and number	
	Technology Standards:	Select from several teacher-directed internet sites to locate information.	
	Social Studies Standards:	Analyze U.S. Historical eras to determine connections and cause and effect relationships	
	Science Standards	Make a timeline to indicate the life cycle of an insect. Use scientific thinking	

<b>Poetry/Ch.Ed.</b> 11:30-11:35 Explicit Oral Language on various current topics . Read Aloud Poems with Skill Building Lessons.	<b><u>Recess</u></b> 11:35-11:50	<b><u>Lunch</u></b> 12:05-12:35	<b>SSR Time/ Silent Reading</b> <u>12:35-12:55</u>	<b>SuccessMaker</b> <u>12:55-1:15</u> Self-paced interactive courseware in content areas of reading and math in the computer lab. at each students' individual level.
<b><u>Poetry/Ch.Ed.</u></b> 11:30-11:35  Character Education activities on using Respect and being respect. Read Aloud Poems	<b><u>Recess</u></b> 11:35-11:50	<b><u>Lunch</u></b> 12:05-12:35	<b>SSR Time/ Silent Reading</b> 12:35-12:55	<b>SuccessMaker</b>  12:55-1:15  Self-paced interactive courseware in content areas of reading and math in the computer lab at each students' individual level.
<b><u>Poetry/Ch.Ed.</u></b> 11:30-11:35 Explicit Oral Language on various current topics. Read Aloud Poems With Skill Bldg. Lessons	<b><u>Recess</u></b> 11:35-11:50	<b><u>Lunch</u></b> 12:05-12:35	<b>SSR Time/ Silent Reading</b> 12:35-12:55	<b>SuccessMaker</b> 12:55-1:15  Self-paced interactive courseware in content areas of reading and math in the computer lab. at each students' individual level.
<b><u>Character Ed.</u></b> 11:30-11:35  Students will be learning about ways to be respectful Read Aloud Poems with Skill Bldg.	<b><u>Recess</u></b> 11:35-11:50	<b><u>Lunch</u></b> 12:05-12:35	<b>SSR Time/ Silent Reading</b> 12:35-12:55	<b>SuccessMaker</b> 12:55-1:15  Self-paced interactive courseware in content areas of reading and math in the computer lab. at each students' individual level.
<b><u>Character Ed.</u></b> 11:00-11:15 Explicit Oral Language on various	<b><u>Recess</u></b> 11:35-11:50	<b><u>Lunch</u></b> 12:05-12:35	<b>SSR Time/ Silent Reading</b> 12:35-12:55	<b>SuccessMaker</b> 12:55-1:15  Self-paced interactive courseware in

current Character Ed. Read Aloud Poems with Skill Building				content areas of reading and math in the computer lab. at each students' individual level.
<u>RL. 2.1</u> spelled words.	RL.2.2			
idents level.				
&; characters & plot				
and familiar texts.				
cial, academic, and occupationsl situations.				
ships in reference to chronology.				
tinguish long and short vowels	RL.2.1			
	RL.2.6			
tinguish long and short vowels	RL.2.1			
ng about	RL.2.9			
le topics				
on language arts topics	SL.2.6			
umber combinations.	OA.C.2.3			
relationships				
skills of observing.				

<b><u>Math</u></b> <b><u>1:15-2:00</u></b> Unit 3 Lesson 5 & 6 Students will learn about addition combinations and number strings  Practice Enrich.8.1.5students will solve problems from words <b>Problem of the Day.</b> <b>Mad Minute Tests; CGI Problems</b> <b>Flash card drill of add. Facts</b> <b>Students will use algebra concepts to solve equations.</b>	<b><u>Poetry</u></b> <b><u>1:55-2:00</u></b> Oral reading and discuss. of explicit  oral language using poetry books. Moral instructions	<b><u>Recess</u></b> <b><u>2:00-2:15</u></b>	<b><u>Creative Writiing</u></b> <b><u>2:15-2:30</u></b>  Students will be composing  various stories to enhance the importance of learning various writing skills.	<b><u>RTI</u></b> <b><u>2:30-3:00</u></b> (Response to Intervention)  Students will learning about story on line stories.
<b><u>Math</u></b> <b><u>1:15-2:00</u></b> Unit 3 Session 2.1.2.2 Student will solve addition problems Practice Enrichment:Promethean 8.2 for reteach and practice. <b>Problem of the Day. Mad Minute Tests. Flash card drill of addition facts. CGI Solve everyday problems in math.</b>	<b><u>Poetry</u></b> <b><u>1:55-2:00</u></b> Students will read and understand various forms of poetry.	<b><u>Recess</u></b> <b><u>2:00-2:15</u></b>	<b><u>Creative Writiing</u></b> <b><u>2:15-2:30</u></b>  Students will be composing various stories to enhance the importance of learning various <b>writing skills.</b>	<b><u>RTI</u></b> <b><u>2:30-3:00</u></b> (Response to Intervention)  Students will work on reading to someone
<b><u>Math</u></b> <b><u>1:15-2:00</u></b> Unit 3, Session 3.& 4 Students will solve 2 related story problems 8.3 for reteach with practice. and problem solving. <b>Problem of the Day. Mad Minute Tests. Flash card drill of addi. Facts. Students will understand place value. CGI problems</b>	<b><u>Poetry</u></b> <b><u>1:55-2:00</u></b> Students read and discuss. of explicit oral language using poetry books.	<b><u>Recess</u></b> <b><u>2:00-2:15</u></b>	<b><u>Shared Rdg./Spell.</u></b> <b><u>Rhyme Charts/RTI</u></b> <b><u>2:30-3:00</u></b> Involved sharing of spelling & rhyme charts and books. Students will look up spelling words in dictionary.	<b><u>RTI</u></b> <b><u>2:30-3:00</u></b> (Response to Intervention)  Students will be work on Story Sparkers.
<b><u>Math</u></b> <b><u>1:15-2:00</u></b> Unit 3 Session 5 & 6 . Students will solve addition problems problem solving & daily reasoning 8.4- Enrichment. Promethean Problem of the Day. <b>Mad Minute Tests. CGI Problems</b> <b>Flash card drill of add. facts.</b> <b>Using problem solving skills</b>	<b><u>Poetry</u></b> <b><u>1:55-2:00</u></b> Students will read and understand various forms of poetry.	<b><u>Recess</u></b> <b><u>2:00-2:15</u></b>	<b><u>Shared Rdg./Spell.</u></b> <b><u>Rhyme Charts/RTI</u></b> <b><u>2:30-3:00</u></b> Involved sharing of spelling & rhyme charts and books. Students will use list words in sentences.	<b><u>RTI</u></b> <b><u>2:30-3:00</u></b> (Response to Intervention)  Students will be work on Comprehension and Fluency; iPad - take
<b><u>Math</u></b> <b><u>1:15-2:00</u></b> Unit 3 Session 1 & 2 Students will work with partners & teams Pract. & Enrich. 8.5 Promethean	<b><u>Poetry</u></b> <b><u>1:55-2:00</u></b> Oral reading and discuss. of explicit	<b><u>Recess</u></b> <b><u>2:00-2:15</u></b>	<b><u>Shared Rdg./Spell.</u></b> <b><u>Rhyme Charts/RTI</u></b> <b><u>2:30-3:00</u></b> Involved sharing of spelling & rhyme	<b><u>RTI</u></b> <b><u>2:30-3:00</u></b> (Response to Intervention)  Students will be

problem solving. CGI problems	oral language		charts and books.	working with Thesaurus
Problem of the Day. Mad	using poetry		Students will play	and Dictionary Hunts.
Minute Tests. Flash card drill	books.		"Sparkle" with	
Students will be able to write			spelling words and	
value of underlined digits.			then take a test.	

**Science/S.Studies**

**Weekly Reader/JA**

3:00-3:25

Science-pg.A42-A50

Students will be

learning about how  
about various kinds  
of turkeys

**Weekly Reader-**

We will be learning about  
country obligations

**[Dismiss - 3:30](#)**

**Social Studies - Pg 66-69**

3:00-3:25

Students will learn  
about the functions  
of a government.

Students will create  
a word web about  
government ideas.

**[Dismiss - 3:30](#)**

**Weekly Reader- 3:00-3:25**

Students will learn about  
what animals are  
awake after dark.

Use Promethean Board  
for learning about  
animal habitats and  
interactive flip charts.

**[Dismiss - 3:30](#)**

**Weekly Reader - 3:00-3:25**

Students will make  
posters in small groups  
depicting all kinds  
of life cycles.

We will find various  
life cycles on the  
Promethean Board

**[Dismiss - 3:30](#)**

**Weekly Reader-3:00-3:25**

Students will be learning  
about the life cycle of  
plants and various  
animals. Students will work

in groups to work together.
The students will
then share their findings
to the class.

**Dismiss - 3:30**